

**2024-2025 Migrant Capacity Building and Curriculum Initiative
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, May 7th, 2024**

NOGA ID

Authorizing legislation

ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, May 7th, 2024**.

Grant period from

September 1, 2024 to August 31, 2025

Pre-award costs are not permitted for this grant program.

Application stamp-in date and time

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Shared Services Arrangements Shared services arrangements (SSAs) are not permitted for this grant.**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Migrant Capacity Building and Curriculum Initiative Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Migrant Capacity and Curriculum Initiative Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds.
- 8. The applicant assures that they accept and will comply with TEA General, Every Student Succeeds Act (ESSA), and Program-Specific Provisions and Assurances.
- 9. The applicant assures that they will meet the Expected Activities listed on pages 12-15 of the 2024-2025 Migrant Capacity Building and Curriculum Initiative Program Guidelines.

Vendor ID

Amendment #

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and

TEA Program Requirements

1. Provide a description of the plan to create, develop, and maintain resources to improve academic outcomes of migratory children in the Texas Migrant Education Portal (TMEP) and in the Assisting Interstate/Intrastate Mobile Students (AIIMS) Portal.

Phase 1: Streamlining Operational Procedures: 1)Resource Curation and Development: Curate existing educational materials relevant to migrant education, Develop new resources aligned with academic standards (language arts, math, science, social studies), Ensure cultural responsiveness and accessibility. 2) Technology Integration: Create an online platform (TMEP) for resource access, Develop user-friendly interfaces and intuitive navigation, Implement tools for data management and resource tracking. 3) Staff Training and Support: Train MEP staff on resource utilization, Provide ongoing support for content updates and maintenance.

Phase 2: Optimizing Accessibility: 1) Multilingual Content: Translate resources into multiple languages, Ensure culturally sensitive content, 2) User Engagement Strategies: Promote platform usage among migrant students, families, and educators, Encourage active participation through incentives and engagement activities. 3)Feedback Mechanisms: Collect user feedback on resource effectiveness, Use analytics tools to track platform usage.

Phase 3: Personalized Content Development: 1)Needs Assessment: Assess individual learning needs and preferences, Gather input from users on desired content. 2) Content Customization: Develop personalized resources based on user profiles, Tailor content to address specific challenges faced by migratory children. 3) Continuous Improvement: Regularly update and refine resources, Monitor user engagement and adjust content accordingly.

By following this plan, we aim to enhance academic outcomes for migratory children through accessible, relevant, and personalized resources.

2. Provide a description of the plan to provide proven resources to Migrant Education Program (MEP) staff, as well as parents of migratory children.

The plan to provide proven resources to Migrant Education Program (MEP) staff and parents of migratory children involves a multifaceted approach aimed at equipping both groups with the tools, knowledge, and support they need to enhance the educational outcomes of migratory students.

1. Training and Professional Development for MEP Staff: Comprehensive training and professional development opportunities for MEP staff, including teachers, counselors, social workers, and administrators, Workshops, webinars, and seminars covering topics such as migrant student needs, effective instructional strategies, cultural competency, trauma-informed practices, and family engagement, Collaboration with experts in migrant education, trauma-informed care, and culturally responsive teaching to deliver specialized training tailored to MEP staff's unique needs.
2. Access to Research-Based Practices and Interventions: Curate a repository of research-based practices, interventions, and resources proven effective in supporting academic success and socio-emotional well-being of migratory children, Provide MEP staff with evidence-based instructional materials, curriculum resources, assessment tools, and intervention programs aligned with best practices in migrant education, Foster peer learning and knowledge sharing among MEP staff through communities of practice, discussion forums, and collaborative projects focused on implementing proven strategies and interventions.
3. Family Engagement and Support: Develop resources and materials to support parent engagement and involvement in their children's education, Provide training and workshops for parents on navigating the education system, advocating for their children's needs, supporting academic success at home, and accessing community resources, Foster partnerships between MEP staff and parents to create a supportive network for sharing information, resources, and strategies.
4. Collaborative Partnerships and Resource Sharing: Forge partnerships with organizations, agencies, and community stakeholders involved in migrant education and family support, Establish a platform for sharing proven resources, best practices, and success stories among MEP staff, parents, and other stakeholders.
5. Ongoing Support and Technical Assistance: Use modules for scaling and promoting research based best practices to include MEP office hours, live chats, creation of TEAMS Channels and launching weekly videos and newsletters via portal concept vignettes to make complex ideas more accessible, engaging, and memorable.

TEA Program Requirements Cont'd

3. Provide a description of the plan to provide technical assistance and support to other ESCs and LEAs in Parent and Family Engagement (PFE).

The plan to provide technical assistance and support in Parent and Family Engagement (PFE) to other Education Service Centers (ESCs) and Local Education Agencies (LEAs) involves a collaborative and capacity-building approach aimed at enhancing the capacity of education professionals to effectively engage parents and families in the educational process.

1. Needs Assessment and Tailored Support: Conduct a comprehensive needs assessment to identify specific strengths, challenges, and priorities related to parent and family engagement within Educational Service Centers (ESCs) and Local Education Agencies (LEAs), Tailor technical assistance and support initiatives to address the unique needs and circumstances of each ESC and LEA, considering factors such as demographics, student populations, and community dynamics.
2. Capacity Building and Professional Development: Offer a range of capacity-building opportunities, including workshops, training, webinars, and conferences, Focus on evidence-based practices and strategies for effective parent and family engagement, Provide professional development sessions for educators, administrators, and support staff. Topics include building trusting relationships with families, culturally responsive communication, and involving parents in decision-making processes.
3. Resource Sharing and Best Practices Exchange: Facilitate the sharing of resources, tools, and best practices among ESCs and LEAs, Establish online platforms, discussion forums, and networking events to promote knowledge exchange, peer support, and collaborative problem-solving among educators and administrators engaged in parent and family engagement efforts.
4. Collaboration and Partnerships: Foster collaboration and partnerships with state agencies, educational organizations, community-based organizations, and other stakeholders, Engage in joint projects and initiatives aimed at advancing parent and family engagement practices and policies at the state and local levels.

By implementing this plan, ESCs and LEAs will be equipped with the knowledge, skills, and support necessary to strengthen their PFE efforts and build meaningful partnerships with parents and families, ultimately promoting positive outcomes for all students.

4. Provide a description of the plan to facilitate parent engagement opportunities through coordination of a statewide Parent Advisory Council (PAC).

The plan to facilitate parent engagement opportunities through coordination of a statewide Parent Advisory Council (PAC) involves establishing a structured framework and platform for meaningful collaboration and partnership between parents, educators, policymakers, and community stakeholders. This PAC will serve as a repre0 0 9Tm(T)cicymakerslONes and policie.s11 0f

TEA Program Requirements (Cont.)

5. Provide a description of the plan to develop a suite of resources to support the increase of educational opportunities and remove barriers for migratory students and promote scaling of best practices.

The plan to develop a suite of resources to support the increase of educational opportunities and remove barriers for migratory students and promote scaling of best practices involves a comprehensive approach to resource development, dissemination, and scaling. This plan aims to address the unique needs and challenges faced by migratory students, including access to quality education, academic support, and socio-emotional well-being, while promoting the adoption and replication of effective practices across educational settings.

1. Needs Assessment and Resource Identification:

Conduct a thorough needs assessment to identify the specific challenges, barriers, and gaps in educational opportunities for migratory students across different regions and communities. Gather input from migratory students, families, educators, administrators, and community stakeholders to inform the development of resources that address their priorities and preferences.

2. Resource Development and Compilation:

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

108950

Amendment #:

	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted
1 Teacher			\$ -
2 Educational Aide			\$ -
3 Tutor			\$ -
4 Project Director			\$ -
5 Project Coordinator			\$ -
6 Teacher Facilitator			\$ -
7 Teacher Supervisor			\$ -
8 Secretary/Admin Assistant			\$ -
9 Data Entry Clerk			\$ -
10 Grant Accountant/Bookkeeper			\$ -
11			

108950

Amendment #:

0

Grant Amount Budgeted

Service:

(Specify purpose here)

Service:

(Specify purpose here)

Service:

(Specify purpose here)

\$

-

Subtotal of professional and contracted services requiring specific approval:

Remaining 6200 - Professional and contracted services that do not require specific approval.

11	Grand Total:	\$	233,000
12	Total Program Costs*:	\$	233,000
13	Total Direct Admin Costs*:	\$	-

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.

FOR TEA USE ONLY

Changes on this page have been confirmed with:

On this date:

Via telephone/email (list as appropriate):

By TEA staff person:

County District Number or Vendor ID: 108950 Amendment #: 0
Supplies and Materials (6300)

Expense Item Description	Grant Amount Budgeted
Remaining 6300 - Supplies and materials that do not require	
1 specific approval: \$	19,605
2 Grand Total: \$	19,605
3 Total Program Costs*: \$	19,605
4 Total Direct Admin Costs*: \$	-

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Changes on this page have been confirmed with:
 Via telephone/email (list as appropriate):

On this date:
 By TEA staff person:

Application Part 2:

108950 Amendment #: 0

Quantity Unit Cost

108950

0

212

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1	6100	\$	292,000	\$	-	
2	6200	\$	233,000	\$	-	
3	6300	\$	19,605	\$	-	
4	Other Operating Costs	6400	\$	80,000	\$	80,000
5	Debt Service	6500	\$	-	\$	-
6	Capital Outlay	6600	\$	-	\$	-

Consolidating Administrative Funds?

N/A

7	Total Direct Costs:	\$	624,605	\$	-	\$ 624,605
8	* Indirect Costs:					\$ 75,395
9		\$	624,605	\$	-	

11
12
13

Via telephone/email (list as appropriate):

On this date:

By TEA staff person:

